BCCC
Baltimore City Community College

July 3, 2023

Emily A.A. Dow, PhD
Assistant Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, Maryland 21201

Dear Assistant Secretary Dow:

We offer for your consideration a proposal for substantial modifications to the Associate of Applied Science in Health Information Technology. The mission of Baltimore City Community College is to ensure that current and prospective students are offered programs that will challenge their academic abilities and allow for seamless transfer to four-year institutions or lead to gainful employment. The Associate of Applied Science in Health Information Technology provides an accessible pathway to careers such as Medical Record Specialist, Health Information Technician, Medical Coding Specialist, Quality Improvement/Assurance Specialist, and Health Data Analyst, where the 10-year employment projection is expected to increase.

The proposal was approved by BCCC's Senate Executive Committee and the Board of Trustees. We now seek the Commission's approval to offer this program beginning Fall 2023.

Sincerely,

Debra L. McCurdy, PhD
President

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Baltimore City Community College

*Each **action** below requires a separate proposal and cover sheet.*

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ● Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ● Yes ○ No	Payment Type: ○ R*STARS # JA220050 ○ Check # JA220050	Payment Amount: $850.00	Date Submitted: 7/5/23

Department Proposing Program	School of Nursing and Health Professions
Degree Level and Degree Type	Associate of Applied Science
Title of Proposed Program	Health Information Technology
Total Number of Credits	64
Suggested Codes	HEGIS: 521301	CIP: 510707
Program Modality	○ On-campus ● Distance Education (fully online) ○ Both
Program Resources	● Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	● Fall ○ Spring ○ Summer Year: 2023
Provide Link to Most Recent Academic Catalog	URL: http://bccc.catalog.acalog.com

Preferred Contact for this Proposal	Name:	Karen King-Sheridan
	Title:	Assistant VP, Academic Engagement & Partnerships
	Phone:	410-462-7480
	Email:	kkingsheridan@bccc.edu

President/Chief Executive	Type Name: Debra L. McCurdy, PhD
	Signature: *[signature]* Date: 07/03/2023
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

Baltimore City Community College
Health Information Technology, Associate of Applied Science
Program Modification

A. **Centrality to Institutional Mission and Planning Priorities:**

1. **Provide a description of the program, including each area of concentration (if applicable) and how it relates to the institution's approved mission.**

   Mission: Baltimore City Community College (BCCC) provides quality, affordable, and accessible education, meeting the professional and personal goals of a diverse population, changing lives, and building communities.

   Vision: BCCC is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

   BCCC provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet students' professional and personal goals while improving communities in the greater Baltimore area. The primary goal of the Health Information Technology (HIT) program is to provide a career pathway to a knowledge-economy job and to provide a curriculum that is more accessible for community college students. Students can enrich their academic, experience, and marketing credentials by doing real-work projects using the same software they will use in the industry. This program will provide significant opportunities for BCCC students, a Minority Serving Institution dedicated to serving the local city and community. With close connections to the city's four-year universities, such as Coppin State University and the University of Baltimore, BCCC provides its students with unique, dedicated transfer pathways.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

   The primary strategic goals for Baltimore City Community College focus on Student Success, Community Engagement, and Institutional Framework. Focusing on these strategic goals and objectives will equip our students with the necessary competitive skills and significantly contribute to the College's financial sustainability.

   Student Success – The updated program was developed under a leadership team with extensive industry-based experience and approximately 20 years of combined teaching experience. Also, the HIT Advisory Board has been consulted in outlining the proposed curriculum changes for our students. The HIT program offers equitable access to BCCC's diverse student population. Various pedagogical teaching modalities are used throughout the program to enhance student success. Such modalities include hands-on labs, Professional Practice Experiences (PPE)/clinical training, and preparation for sitting for credentialing examinations.

   Community Engagement – BCCC has been a staple in the Baltimore area for over 75 years, and the HIT program has existed for 30+ years. Accreditation was reaffirmed after 19 years in 2021. The Commission on Accreditation of Health Informatics and Information Management (CAHIIM) Education awarded this renewed stamp of approval. In addition, the HIT program enhanced community engagement by providing its community with a competitive state-of-the-art program in Health Information Technology. This is a growing field. There are more jobs than trained professionals to meet the demands of the field. Ongoing partnerships with local businesses provide students with technological skills to strengthen their employability. The program will enhance their ability and offer hands-on

experiences with business partners and internship opportunities.

Institutional Framework – BCCC ensures HIT faculty and other resources are highly skilled in teaching. The staff not only have the educational requirements, but they are required to have ongoing professional development to stay abreast of academic trends, best practices, and applicable future emerging initiatives.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

BCCC's HIT program will be a re-surgent program, and existing BCCC resources will maintain the program. Current resources, including full-time and adjunct faculty, will be used to support the program's resource requirements. The program will be evaluated harmoniously with BCCC's Program Review and Evaluation strategies to ensure ongoing successful program continuation and resource allocation.

4. **Provide a description of the institution's commitment to:**

   a) **Ongoing administrative, financial, and technical support of the proposed program**

BCCC has the full support of the academic leadership, including the Dean and Associate Deans of the School of Nursing and Health Professions (SNHP), the Vice President for Academic Affairs, the College's President, and the Board of Trustees. This support ensures the revised HIT program is staffed with exceptional faculty and the classroom and lab are equipped with state-of-the-art facilities, equipment, software, networking, and other college-wide resources for this re-surgent and re-accredited program through 2029.

As mandated by the program's accrediting body, CAHIIM, the program is required to have and has had two full-time faculty members (Program Coordinator and Clinical Coordinator) who possess the credentials of Registered Health Information Administrator (RHIA). The program has a Program Coordinator, and the College is actively recruiting a full-time Clinical Coordinator for Fall 2023. The program also benefits from experienced and consistent adjunct faculty.

BCCC also reaffirms its commitment to the success of the HIT program through its collaborative support from admissions, registration, and program advising. A full-time Program Coordinator is dedicated to ensuring students have a complete educational plan for their courses throughout their academic journey at the College, providing academic advising each semester. In addition, outstanding faculty are in place to support students, enhancing their data management and analytics skills.

   b) **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The students enrolling in this program have an educational plan delineating course sequencing. Currently, faculty advising ensures that all students enrolled in the program of study can complete their program within a select timeframe on a part-time or full-time basis.

The following committees ensure that changes to the curriculum are made with full consideration of the student catalog year and degree completion:

Program Review and Evaluation Committee (PREC)

Baltimore City Community College ensures all students can complete their study program.

This includes students desiring to complete the degree and certificate programs. All Baltimore City Community College programs go through an internal program review and evaluation every five years led by the Faculty Senate's college-wide Program Review and Evaluation Committee to ensure adherence to established state guidelines by the Maryland Higher Education Commission (MHEC), Code of Maryland (COMAR), and Middle States Commission on Higher Education (MSCHE). This review is a proactive approach to confirm that programs meet the standards and contribute to the College's overall goals for student learning, retention, and graduation.

Curriculum Instruction Committee (CIC)

The college-wide supported Curriculum Instruction Committee is dedicated to ensuring standards are maintained, and approvals are received for courses throughout each program. The Committee reviews syllabi every two years. The CIC and applicable college administration must approve new courses and significant changes to existing courses or curricula. This process ensures continual improvement in the College's courses and program offerings.

Student Learning Outcomes and Assessments (SLOA) Committee

Baltimore City Community College also supports the Student Learning Outcomes and Assessments (SLOA) Committee of faculty and administrators. This Committee completes periodic reviews of student learning outcomes, assesses student learning, provides ongoing training, and supports student learning and assessments. The SLOA Committee completes a Learning Improvement Plan annually based on student learning course outcomes.

B. **Critical and Compelling Regional or Statewide Needs as Identified in the State Plan:**

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

   a) **The need for the advancement and evolution of knowledge**

   The US Census Bureau (2022) states that Baltimore City has a population of 576,498, with 62% Black or African American, 29.7% Caucasian, and 5.4% Hispanic or Latino residents. BCCC is a Predominantly Black Institution (PBI), serving a student population of over 94% minority. Furthermore, 63.5% of the College's first-time students need mathematics remediation, and 50.8% need English remediation, indicating that many BCCC students are also educationally disadvantaged.

   In fulfilling its mission of providing greater and more equitable access to community members, BCCC provides greater educational opportunities and choices for minority and educationally disadvantaged students. Such opportunities are delivered through academic programs like the Health Information Technology degree program.

   b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**

   The updated HIT curriculum will enhance course offerings and training for students by providing them with high-demand educational opportunities, such as internships and

alternative clinical experiences within nationally renowned healthcare systems like MedStar and Johns Hopkins. BCCC will strengthen students' skills and career opportunities by offering in-demand technical programs. According to the US Bureau of Labor Statistics Occupational Outlook Handbook (June 2023), the job titles below are projected to increase by 7% and 17% from 2021-2031.

Medical Records Specialist

2021 Median Pay	$46,660 per year $22.43 per hour
Typical Entry-Level Education	Postsecondary nondegree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2021	186,400
Job Outlook, 2021-31	7% (As fast as average)
Employment Change, 2021-31	12,300

Health Information Technologist

2021 Median Pay	$55,560 per year $26.71 per hour
Typical Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2021	39,900
Job Outlook, 2021-31	17% (Much faster than average)
Employment Change, 2021-31	7,000

     c)   **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

While BCCC is not a Historically Black Institution (HBI) itself, several of its four-year partnering institutions are HBIs, including Coppin State University, Bowie State University, University of Maryland Eastern Shore, and Morgan State University. These universities are among the most popular transfer schools for BCCC students. BCCC is sending well-prepared students to HBIs, thereby strengthening transfer opportunities from BCCC to four-year institutions.

2.   **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education**.

The need for the HIT program aligns with the 2022 Maryland State Plan for Postsecondary Education, and BCCC is committed to "Access," "Success," and "Innovation."

ACCESS

BCCC partners with Baltimore City's Mayor Scholar's Program (MSP), Upward Bound, and P-Tech (Pathways in Technology) to provide quality support, information, college prep, college education, and career opportunities for students from underserved communities. BCCC's faculty and staff work collectively to track students' progress from enrollment, graduation, and career planning. The highly skilled HIT faculty stay abreast of ongoing technologies and trends and participate in student orientation sessions for incoming students in these programs.

SUCCESS

BCCC's updated Health Information Technology curriculum will ensure students have equal educational opportunities for all Marylanders. The updated HIT program offers a well-planned pathway for students entering the program to obtain the degree and/or stackable certificate. The Program Coordinator will continue to meet with students each semester to plan and/or review their courses and advise them on the course content and related skills obtained, mapped to career opportunities.

INNOVATION

The Program Coordinator collaborates with community organizations, four-year colleges, the HIT Advisory Board, and companies offering HIT opportunities. BCCC continues to develop new partnerships between colleges and businesses to ensure students are workforce ready.

BCCC has ongoing collaborations and communications with the following healthcare facilities for Professional Practice Experiences (PPE):

Facility Name	Certificate Contact Name	Email Address	Street Address	City	State
MedStar Franklin Square Hospital	Dina Smoker	dina.smoker@med	9000 Franklin Square	Baltimore	MD
Harbor Hospital Center	Dina Smoker	dina.smoker@med	3001 S. Hanover Stree	Baltimore	MD
Johns Hopkins Bayview Center	Kathleen Mulford	kmulfor1@jhmi.edu	55 Hopkins Bayview C	Baltimore	MD
Johns Hopkins Hospital	Maria Stolze-Epple	mstolze@jhmi.e	600 North Wolfe	Baltimore	MD
Levindale Hebrew Geriatric Center & Hospital Center	Ryan Marnen	Rmarnen@lifebridg	2434 West Belvedere	Baltimore	MD
Med Star Union Memorial Hospital	Dina Smoker	dina.smoker@med	201 E. University Park	Baltimore	MD
Medstar Good Samaritan Hospital	Dina SMoker	dina.smoker@n	5601 Loch Raven Blvd	Baltimore	MD
Mount Washington Pediatric Center	Linda Carson	Linda.Carson@	1708 W. Rogers Aven	Baltimore	MD
Sheppard & Enoch Pratt Hospital	Michenzi, Elana	eichenzi@shep	PO Box 6815	Towson	MD
Sinai Hospital of Baltimore	Ryan Marnen	Rmarnen@lifebridg	2401 W. Belverdere	Baltimore	MD
University of Maryland Medical System	Eileen Austin	Eaustin@umm.	22 S. Greene Street	Baltimore	MD
Baltimore Washington Medical Center	Linda Russ	Lruss@bwmc.umm	Hospital Learning Cent	Baltimore	MD
Broadmead	Isabelle Stewart	bstewart@broadm	13801 York Road	Cockeysville	MD

BCCC is also already working and pursuing numerous Articulation Agreements with colleges and

Universities, enhancing student support and educational and career opportunities, and is currently pursuing an advanced articulation agreement between BCCC's HIT Program and Coppin State University's Bachelor of Science in Health Information Management.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**:

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

The updated Health Information Technology curriculum will provide BCCC's graduates with entry into various Health Information Technology positions in a wide range of healthcare businesses. Graduates will also be able to obtain credited course skills transferable to numerous four-year colleges and universities. Additional skills will prepare students to sit for the national certification exam to become certified as a Registered Health Information Technician (RHIT). Obtaining this certification will enhance students' employability options.

The following are examples of employment opportunities for students according to the Bureau of Labor Statistics (BLS), June 2023, with technical skills focused on Health Information Technology (HIT))/Health Information Management (HIM):

Health Information Management (HIM):
A CAREER FOR LIFE

Looking for a job in healthcare? Want a career to grow in that grows with you? HIM may be the right choice!

You don't need to be a healthcare professional to pursue an HIM education. Whether you're re-entering the workforce or seeking a new career path, HIM is a broad field open to all experience levels. Worked in IT, management, tech, or another environment? HIM has a place for you, filling roles in:

- Compliance/risk management
- Data privacy, confidentiality and security
- HIM operations management
- Informatics/data analysis projects/research
- IT/Infrastructure, Health Information Exchange
- Patient Identity Management
- Personal Health Record Advocate
- Project Management

<u>Some typical job titles:</u>
Medical Records Specialist
Health Information Systems Technician
Medical Registrar
 Health Information Coder

Occupation (SOC Code)	Employment (1)	Employment % relative standard error (3)	Hourly mean wage	Wage % relative standard error (3)	Hourly median wage	Hourly 75th Percentile Wage	Employment per 1,000 jobs
Medical Records	3390	11.8	27.86	3.1	26.40	34.99	1.284

Specialists (292072)							
Health Information Technologists and Medical Registrars (299021)	1380	17.1	34.79	11.1	30.69	40.71	0.521

(1)Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
(3)The relative standard error (RSE) measures the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.
SOC code: Standard Occupational Classification code - see http://www.bls.gov/soc/home.htm - Date extracted: Jun 08, 2023

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

Health Information Professionals hold numerous job titles, from medical record specialist, health information technician, medical coding specialist, quality improvement/assurance specialist, and health data analyst. The chart below compares Maryland's Medical Records and Health Information Technicians labor market with the United States Medical Records Specialist position. The percentage of increase is higher in the State of Maryland compared to the national average.

Maryland - Medical Records and Health Information Technicians	United States- Medical Record Specialist
Number of jobs in 2021 2960	Number of jobs in 2021 186,400
Number of jobs in 2031 3271	Number of jobs in 2031 198,700
Percent Change: 10.5%	**Percentage Change: 7%**
Annual Projected Job Opening: 311	Annual Projected Job Opening: 12,300

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The US Bureau of Labor Statistics (2022) has projected an increase in HIT job growth by 7-17% from 2021 to 2031. This increase demonstrates a growing need for resources to fill anticipated openings. The projected number of jobs for Medical Record Specialists is 14,900, and for the Health Information Technician position, the projected number of jobs over the next ten years is 3,400.

According to the American Health Information Management Association's (AHIMA) Career Map below, many "emerging" job opportunities arise as student educational levels move from the associate degree to the baccalaureate level over the next five years. HIT/HIM offers jobs that are not dead-ended but show growth that excels to include C-Suite opportunities.

"Emerging" Careers exist in Data Analytics, e.g., Chief Data Officer; Consumerism, e.g.,

Health Equity Manager; Data Quality, e.g., Clinical Documentation Improvement (CDI) Manager and CDI Quality Assurance Auditor; Revenue Cycle Management, e.g., PPS Coordinator; and Informatics, e.g., Data Quality Analyst, Data Support Analyst and HIM Project Analyst (STEM).
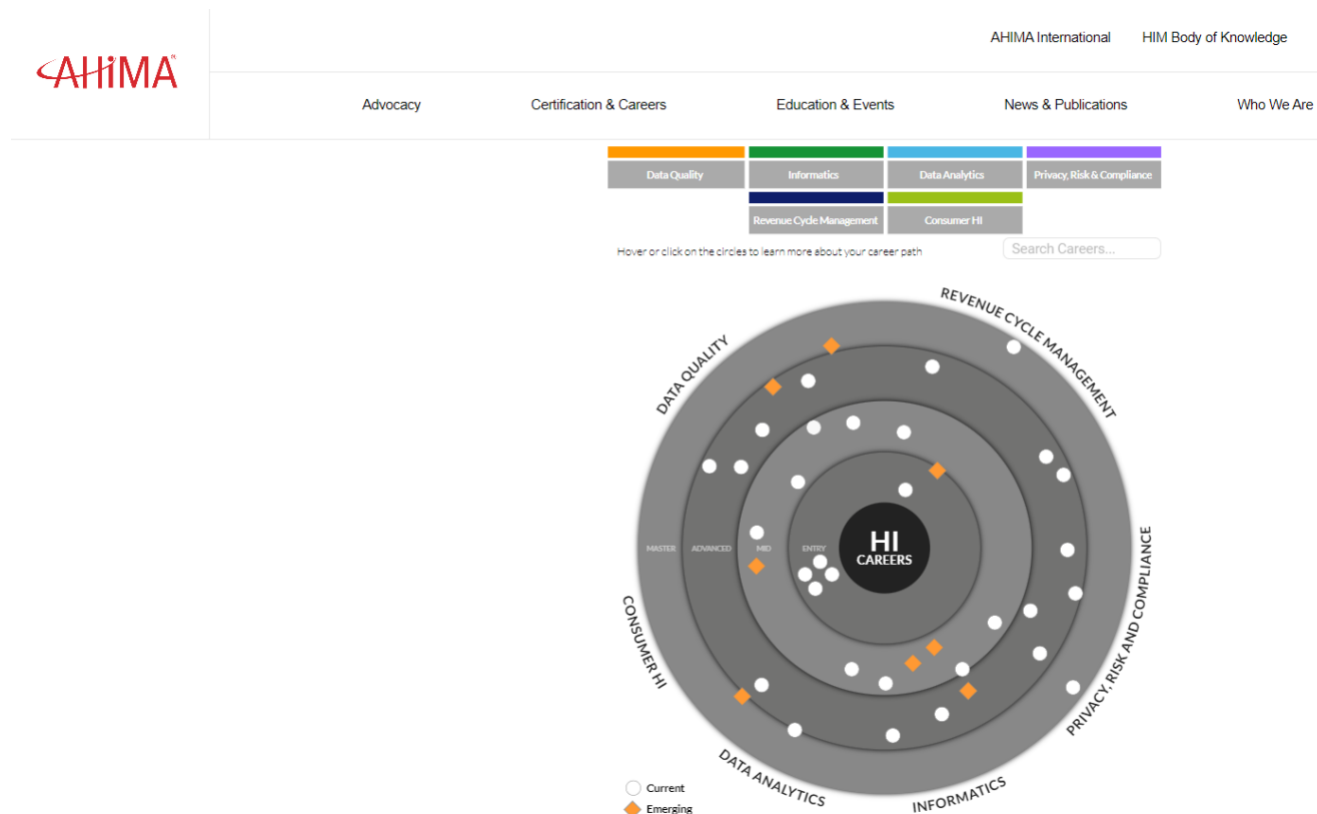
AHIMA Career Map - https://www.ahima.org/career-mapping/career-map/

4. **Provide data showing the current and projected supply of prospective graduates.**

Baltimore City Community College's Strategic Goals outlines a commitment to attract and retain an ongoing supply of students and graduates.

2.1 - Community engagement – Implement a comprehensive approach to engage current and future students, alums, and the community.

2.2 – Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.

2.3 – Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

BCCC recruits from Baltimore City High Schools, Baltimore County, and through the Mayor's Scholars Program (MSP). An additional source of students is recruited through dual-enrollment programs such as P-Tech and Upward Bound. BCCC students benefit from the US Department of Education's Federal TRIO Program, offering student support services, including grants, academic development, tutoring, and more to complete their secondary education. BCCC also attracts seniors, veterans, transfers, and international students and has support offices and dedicated support services for traditional and non-traditional students.

According to the Maryland State Plan for Higher Education, "It is the goal of the State that at least 55% of Maryland's adults age 25 to 64 will hold at least an associate degree by the year 2025" (Md. Code, Educ. § 10-205, Current with changes from the 2022 Legislative Session 2022).

The projected student enrollment in the updated Health Information Technology Program over five years is outlined below. Enrolling in this program will give students a deep sense of pride, knowing they are in a field with numerous "emerging" career paths. The projections below are based on past performance of the current HIT Program.

Program: HEALTH INFORMATION TECHNOLOGY and CODING CERTIFICATE				
Projected # of Majors Over Five Years				
Estimates	Fall 23 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
# of Students	10	14	19	23	26

D.   **Reasonableness of Program Duplication:**

1.   **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

There are 234 accredited associate degree HIT/HIM programs in the United States and six (6) in the State of Maryland (including BCCC). Each community college serves its geographical region and its residents.

Since our national association, AHIMA issued new standards in 2018 which eliminated ambiguity and instituted standardization, all HIT-accredited programs are very similar by design regarding curriculum, curriculum sequencing, and expected learning outcomes per the six (6) Domains.

The one similar and most important attribute of each of the six (6) community colleges in the state is that each accredited program enables its graduates to be eligible to apply to take the national certifying exam for Registered Health Information Technicians (RHIT). Passing this exam entitles the graduate to use the RHIT credential, opening up numerous job opportunities.

Differences may appear in the school that houses the program, the name of the program courses, and credits offered, e.g., General Education v. Program Requirements needed for graduation.

The six (6) Maryland accredited community colleges include **BCCC's HIT Program**, the only state-sponsored community college in the Washington, DC, MD, VA (DMV) tri-state area with all the Baltimore City high schools as a natural feeder for our workforce career pathways. Additionally, BCCC often offers free tuition for qualifying students. Nevertheless, the $110 per credit hour remains the lowest across all State of Maryland's community colleges and is the lowest out-of-state tuition in Baltimore.

Community College Baltimore County CCBC – CCBC is a large county community college with over 50,000 students, and unlike BCCC's HIT Program, they offer both a "fully" online and a face-to-face program.

College of Southern Maryland offers both online and face-to-face programs.

Hagerstown Community College only offers a face-to-face program.

Montgomery Community College – Like CCBC, Montgomery College is a large community college with over 20,000 students and offers only an online HIT Program.

Prince George's Community College offers both online and face-to-face programs.

2. **Provide justification for the proposed program.**

Post-Covid, in Fall/Spring 2022-2023, BCCC received 195 telephone/email inquiries regarding the HIT program. 100% of the inquiries were called/emailed back, with 40% of the communications resulting in telephone discussions with prospective students who wanted a "fully" online program because they were committed to work during the day. Becoming a "fully" online program will increase enrollment and sustainability towards improving students' probability of graduation.

As a re-surgent program with a recently awarded re-certification through 2029, BCCC's HIT Program is thriving and sustainable with an attainable recruitment and retention model. There is a great expectation for student achievement. The robust HIT Advisory Board comprises industry leaders and Site Directors who engage students via 13 clinical sites with hands-on training and interactive software technologies. The HIT program has maintained a 100% job placement and a 100% pass rate on the RHIT certification exam for the past two years.

E. **Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

BCCC is a predominately Black institution. The careers students can enter upon completion are in high demand across the state. Maryland has only one university that students can transfer to if they want to continue their education in an accredited HIT/HIM program -- that is Coppin State University's Bachelor of Science in Helath Information Management, a high demand program.

F. **Relevance to the identity of Historically Black Institutions (HBIs)**

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs**.

The proposed HIT curriculum also reflects the needs and mission of HBIs. Students will gain access to a career-oriented degree for a high-demand career. BCCC's HIT program's challenge is to enroll its local community students in this academically demanding program and provide tutorials, wrap around, and career counseling to ensure their readiness.

The HIT Program is housed in the School of Nursing and Health Professions with six (6) other associate-degree programs, e.g., Nursing, Dental Hygiene, EMS, Physical Therapist Assistant, Respiratory Care, and Surgical Technologist. The HIT Program offers a two-year associate degree and an 18-month Coding Specialist Certificate program.

As an incentive and motivation for graduates from 2019 to present to take the RHIT exam, the College/SNHP approved the HIT Program's recommendation to offer our newly

developed exam preparation course to past graduates. Seventeen invitations were extended, and 12 past students were accepted. Additionally, via the Perkins Grant, exam prep books were supplied along with payment for the exam to be taken by 12/31/2023. The value of this offer was over $700.

Assisting our under-served student population with these opportunities will impact the uniqueness, institutional identities, and missions of HBIs.

G. **Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

   BCCC's HIT Program has a decades-old history and recently, after 19 years, was re-accredited into the next decade. As a re-surgent program with an approved new education plan, the program was revised with input and recommendations from the HIT Faculty and the HIT Advisory Board.

   The Program Coordinator, Kathryn T. Singleton, MS, RHIA, was essential in ensuring the program's resurgence. Professor Singleton is an Assistant Professor in the SNHP and is the Program Coordinator of the associate degree and Coding Specialist Certificate HIT programs with 20+ years as a CEO in an award-winning multi-million dollar IT/Health Corporation.

   Professor Singleton has 12 years of Higher Education experience and has taught at public and private four-year universities before joining BCCC. Professor Singleton's professional background ranges from Director of Health Information departments in small (100 beds) to large (1200 beds) acute care hospital settings to international and domestic Consultant in the DMV, PA, DE, WI, U. S. Virgin Islands, and Trinidad and Tobago, West Indies.

   Professor Singleton has served on Boards of Trustee at her undergraduate alma mater, an extensive healthcare system, and an international bank. Additionally, she is a member of her professional associations, AHIMA and MdHIMA, and annually serves on various committees. Her BCCC campus activities include serving as Chair of the HIT Advisory Board and being a member of the Faculty Senate and the Grievance Committees.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

   Eighty percent of the curriculum is proposed to be amended and revised, i.e., the course description, learning outcomes, and assessments should be revised to reflect changes in the curriculum as advised by the accrediting body. The Program learning outcomes for each course have been outlined below:

Program Learning Outcomes	Courses
Determine compliance and apply policies, regulations, and standards to the management of patient information & advocate for best practices.	HIT 130 HIT 231 HIT 263
Maintain & safeguard patient privacy & security.	HIT 227 HIT 232
Collect, store, analyze, manage & report data for trends &	HIT 151

patterns.	
Analyze, apply, and validate diagnostic and procedural codes and groupings according to official current classification systems, state & federal guidelines.	HIT 124 HIT 130 HIT 132 HIT 227
Evaluate and interpret current state & federal healthcare regulations and policies.	HIT 124 HIT 227 HIT 243
Design and develop organizational work plans, policies, procedures, quality management, and resource requisitions.	HIT 130 HIT 251
Describe healthcare organizations from the perspective of key stakeholders	HIT 121 HIT 151 HIT 243 HIT 252
Apply policies, regulations, and standards to the management of information.	HIT 121 HIT 130 HIT 151 HIT 232 HIT 243 HIT 263
Identify policies and strategies to achieve data integrity.	HIT 151 HIT 243 HIT 263
Determine compliance of health record content within the health organization.	HIT 252
Explain the use of classification systems, clinical vocabularies, and nomenclatures.	HIT 124 HIT 132 HIT 227
Describe components of data dictionaries and data sets.	HIT 263
Evaluate data dictionaries and data sets for compliance with governance standards.	HIT 263
Apply privacy and security strategies to health information.	HIT 121 HIT 232
Identify compliance requirements throughout the health information life cycle.	HIT 121
Apply health informatics concepts to the management of health information.	HIT 232 HIT 252
Utilize technologies for health information management.	HIT 121 HIT 132 HIT 151 HIT 227 HIT 231 HIT 232 HIT 252
Calculate statistics for healthcare operations.	HIT 121 HIT 151 HIT 243 HIT 252
Report health care data through graphical	HIT 151

representations.	HIT 252
Describe research methodologies used in healthcare.	HIT 151 HIT 252
Describe the concepts of managing data.	HIT 121 HIT 243
Identify and summarize standards for the exchange of health information.	HIT 121
Manage data within a database system.	HIT 263
Determine and validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	HIT 124 HIT 130 HIT 132 HIT 227
Describe components of revenue cycle management and clinical documentation improvement.	HIT 132 HIT 227
Summarize regulatory requirements and reimbursement methodologies.	HIT 124 HIT 132 HIT 151 HIT 227 HIT 243 HIT 252

3. **Explain how the institution will:**

    a)   **Provide for assessment of student achievement of learning outcomes in the program**

By way of a college-wide culture of assessment, Baltimore City Community College (BCCC) provides a quality education for all our students. Assessment is, by nature, a goal-driven, evidence-based, and improvement-oriented process that involves all stakeholders working collaboratively. This ongoing process promotes excellence in teaching and learning by assessing all elements of the educational process. Our culture of assessment provides institutional resources, training, and support. Continual assessment is an integral component of BCCC's commitment to excellence as an institution of higher education.

In perpetual collaboration, BCCC's Office of Assessment, Office of Institutional Research (OIR), Program Review and Evaluation Committee (PREC), Program Coordinators, and the Associate Dean work together to govern the assessment of student learning outcomes. The Office (Assessment Office) oversees the academic assessment to improve teaching and student learning. In addition, this Office is responsible for managing the data collection, developing and monitoring the electronic data system, and providing technical support across the Academic Affairs division.

The Office of Institutional Research (OIR) provides faculty, staff, and key stakeholders with current, accurate, and relevant data to inform planning and decision-making processes. OIR is responsible for preparing ongoing reporting requirements for external agencies, including the Maryland Higher Education Commission, Maryland State Department of Education, Maryland Association of Community Colleges, Middle States Commission on Higher Education Commission, and National Center for Education Statistics.

PREC is designed to work in collaboration with the Office of the Vice President of Academic Affairs, as the various academic departments systematically assess the quality and viability of academic programs. The Committee follows a set of procedures

developed by the faculty and administration to ensure programs meet standards for relevance, viability, cost-effectiveness, and adherence to the Code of Maryland (COMAR) and Middle States Commission on Higher Education (MSCHE) requirements, program-specific secondary accrediting institutions and support the College and program goals in terms of retention, graduation, student learning outcomes, etc. PREC uses the Office of Assessment and the Faculty Senate Office as the repository for all final documents.

b)   Document student achievement of learning outcomes in the program

Every instructor at the College performs an outcomes assessment for each class he or she teaches each semester. That data is collected and analyzed by the College's Director of Assessment. This information is then made available to the instructor, the program coordinator, the Associate Dean, the Dean, and any other interested party at the institution to analyze student performance. The Assessment Office uses the Nuventive TracDat software to collect data for additional planning and managing academic outcomes.

HIT courses are evaluated each semester they are taught. Faculty working with the Director of Assessment design the tools to measure the learning outcomes for the courses and programs. The two College-wide committees, the Program Review and Evaluation Committee and the Student Learning Outcome and Assessment Committee, focus on evaluating courses, faculty, and student learning outcomes. The Program Review and Evaluation Committee (PREC) is designed to collaborate with the Office of the Vice President of Academic Affairs and the various academic departments to assess the quality and viability of academic programs systematically. The Committee follows a set of procedures developed by the faculty and administration to ensure programs meet standards for relevance, viability, cost-effectiveness, and adherence to the Code of Maryland (COMAR) and Middle States Commission on Higher Education (MSCHE) requirements, program-specific secondary accrediting institutions. The Committee also supports the College and program goals regarding retention, graduation, and student learning outcomes.

The program review is a cyclical process for evaluating and continuously enhancing the quality of BCCC programs. The Program Review Evaluation Committee reviews programs on a 5-year cycle. New programs are added to the five-year cycle to ensure maximum data gathering. The process captures data on learning outcomes, financial data on expenditures in the program, enrollment, and number of majors, and graduation and retention data are collected as well. Surveys are sent to the faculty and students to gather information on program satisfaction. The document produced is reviewed in the Division and at the Cabinet level to discuss changes needed to the program.

The Student Learning Outcomes and Assessment (SLOA) Committee periodically assesses, supports, and maintains the SLOA process at Baltimore City Community College. The Director of Assessment and the Curriculum Committee review Program Learning Outcomes to ensure they meet the COMAR guidelines. The curriculum committee reviews course learning outcomes to confirm they properly evaluate the course.

4.   **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

Courses within the HIT Program

PRE 100 - Preparation for Academic Achievement

(1 credit) 15 lecture hours
All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in College and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

ENG 101 - English Writing
(3 credits) 45 lecture hours; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)
This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

AH 130 - Medical Terminology
(3 credits) 45 lecture hours
Prerequisites: *ENG 82 or RENG 92*
Students become acquainted with the language of medicine, including the elements of words: prefixes, suffixes, and roots; pronunciation of terms for each human body system; and other specialized areas of medical terminology. This course is also designed to teach medical terminology to those who have elected to pursue a career in the allied health field. Regardless of the specific area selected, medical language is the cornerstone of all other functions. The intent of this course is to develop the ability to recognize the language of medicine in the context in which it is used, as well as to recognize the language of medicine by sight.

BIO 202 - Anatomy and Physiology I
(4 credits)
45 lecture hours; 45 lab hours
Prerequisites: *BIO 101 or BIO 102*
Corequisites: *BIO 202L*
This course provides a study of the structure and function of the human body. It covers in detail the human body from its biochemical and sub-cellular aspects through tissues. Special emphasis is on the integumentary, skeletal, muscular, nervous, and endocrine systems. The lecture and laboratory are correlated to provide an overview of the interrelationships of normal human anatomy and physiology.

BIO 203 - Anatomy and Physiology II
(4 credits)
45 lecture hours; 45 lab hours
Prerequisites: *BIO 202*
Corequisites: *BIO 203L*
This course provides a continuation of BIO 202 designed to provide up-to-date principles of the cardiovascular, lymphatic, respiratory, digestive, excretory (urinary), and reproductive (male and female) systems. Embryology, genetics, and immunology are included. A consideration of the effects of stress on normal anatomy and physiology is interwoven throughout the course.

MAT 107 - Modern Elementary Statistics
(3 credits)
45 lecture hours
Prerequisites: *MAT 86 , or MAT 92 and RENG 92 or appropriate course waivers or ACCUPLACER*
scores within a range of 263-271.
Modern statistical methods with applications to the social and natural sciences are studied. The
course focuses on descriptive statistics, probability, probability distributions, and estimation of
statistical parameters from samples, hypothesis testing, and experimental design. It provides
necessary statistical background for people interested in such diverse fields as psychology, sociology,
computers, business, engineering, mathematics, and science.

AH 110 - Medical Jurisprudence and Ethics
(2 credits) 30 lecture hours
Prerequisites: *None*
AH 110 covers the legal and ethical aspects of health care delivery. Topics include confidentiality,
records, medical evidence, release of information, malpractice, negligence, and licensure. Also
discussed are development and application of professional ethics codes. Additional information
covered in this course: Various medical practices and acts are read and studied. The practices of
confidentiality and those of recording and releasing of information are covered in detail. Emphasis is
also given to the court system and governing bodies. The roles of accrediting, approving, licensing
and certifying agencies are also discussed. Emphasis is placed on ethical standards and the
development of codes of ethics, its importance and application.

AH 135 - Allied Health Pharmacology
(2 credits) 30 lecture hours
Prerequisites: *AH 130*
Students learn trade, generic, and chemical names of medications, classes of medications, routes of
administration, forms, and indications for giving medication, contraindications, drug interactions,
and systems of measurement.

AH 230 - Study of Disease Process
(3 credits) 45 lecture hours
Prerequisites: *AH 130; BIO 202*
Study of Disease Process teaches students certain elements of human disease. The diseases are
presented according to the organ and body system, manifestations and pathological processes,
frequency and significance of diagnostic and therapeutic approach; multisystem diseases are also
reviewed.

HIT 121 - Introduction to Health Information Management Technology
(4 credits) 45 lecture hours; 30 lab hours
Prerequisites: ENG 101, MAT 107
Corequisites: HIT 121L
HIT 121 and HIT 121L provides an orientation to the Health Information Industry. Students will learn
the uses, content and format of a health record in different health care settings. Students will
acquire knowledge in confidentiality, security and privacy of Health Information Systems. Health
information, retention and retrieval systems, indices and registers will be studied as well. A
simulated lab practice will be focused on the quantitative processing of a health record and
techniques for maintenance and acquisition of primary and secondary records. Students will be
introduced to Electronic Health Records (EHR) and Information Governance. Many of the lab
assignments will utilize computers and software.

HIT 124 - ICD-10-CM/PCS Coding Principles and Practices
(4 credits) 45 lecture hours; 30 lab hours
Prerequisites: AH 130; AH 230; AH 135; BIO 203

Corequisites: HIT 214L
This course offers an orientation to the ICD-10-CM/PCS Coding Principles and Practice. Coding practices used in hospitals, long-term facilities, and physicians' offices are reviewed. The laboratory provides experience in using the patient's record to code. Medical, surgical, obstetrical, newborn, psychiatric, ambulatory surgery, and emergency room records are utilized.

HIT 151 - Healthcare Data Management and Analysis
(2 credits) 30 lecture hours
Prerequisites: HIT 121
Corequisites: HIT 232
HIT 151- Healthcare Data Management and Analysis provides the student with fundamental knowledge of healthcare statistics, data, and information governance by collecting, organizing, analyzing, and presenting data for actionable information in Healthcare organizations. Also, the student will learn more about quality improvement, risk, and utilization management. The student will learn and utilize different statistical software packages.

HIT 232 - Computer Applications in Healthcare
(2 credits) 30 lecture hours
Prerequisites: *HIT 121*
Corequisites: HIT 151
Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement. Students are oriented to computer applications in the healthcare system. Topics include computer information systems, the electronic health record, administrative information systems, clinical information systems, speech recognition, privacy and security, future of computers in healthcare, and software packages. The course also includes discussion boards on relevant topics for health information technology; internet assignments, homework and lab projects.

SP 101 - Fundamentals of Speech Communication
(3 credits)
45 lecture hours
Prerequisites: *ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores*
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

ENG 102 - Introduction to the Term Paper and Research Methods
(3 credits) 45 lecture hours
Prerequisites: *ENG 101*
Skills are developed in basic research and analysis focusing on topic selection, note taking, planning, composing, and documentation. Students prepare research assignments, including abstracts, bibliographies, and research essays. Certain sections of the course may be designated specifically for students in the Arts and Sciences Transfer Program, Business programs, Allied Health programs, or Legal Assistant programs, providing specialized treatment of students' varying research needs.
or
ENG 113 - Business Writing
(3 credits) 45 lecture hours
Prerequisites: *ENG 101*
The principles and processes used in the preparation of selected materials typically required in business settings are presented. The content stresses the composition of various types of business letters, memoranda, and reports in clear, straightforward language and formats appropriate to current business practices.

HIT 130 - Health Information Practicum I
(2 credits) 90 professional practice hours
Prerequisites: HIT 121; HIT 124; HIT 232
HIT 130 Health Information Practicum I is a Professional Practice Experience (PPE) course where the student goes to an approved affiliated site to complete 90 hours of clinical experience during the weekdays between the normal business hours. Students will apply skills gained in HIT courses and acquire additional competency in health record analysis, retrieval, and maintenance. This course covers all areas Health Information Management including computer applications in MPI, chart control, medical coding, and patient registration. There is a mandatory Onsite Orientation before going onsite; and Mandatory Debriefing, which will include onsite critique/debriefing and practice before Portfolio Presentations.

HIT 132 - CPT-4 Coding Principles and RVUs/APCs
(2 credits) 15 lecture hours; 30 lab hours
Prerequisites: HIT 121; HIT 124
HIT 132 provides orientation to the coding principles of CPT-4. Ambulatory surgery, emergency room, clinics, and physician office use of CPT-4, are emphasized. Lab includes coding from records and use of the computer encoder and APC grouper.

HIT 227 - Advanced Medical Coding
(2 credits) 15 lecture hours; 30 lab hours
Prerequisites: HIT 124
Corequisites: HIT 132
HIT 227 provides the students with practical experience in coding medical coding medical records on inpatients as well as ambulatory surgery, emergency room, long term care and psychiatric patients. Students will gain additional experience through simulated activities using encoder and other coding application software. This class will prepare students to write the Coding Certificate Associate (CCA) and Coding Certificate Specialist (CCS) national examinations, administered by the American Health Information Management Association (AHIMA).

HIT 252 - Clinical Quality Assurance and Continuous Quality Improvement
(3 credits) 30 lecture hours; 30 lab hours
Prerequisites: *HIT 121; HIT 130; HIT 151*
Corequisites: HIT 252L
This course provides orientation to the concepts and methodologies of quality assurance, Utilization review and risk management, total quality management (TQM), and continuous quality improvement (CQI), and their operation in facilities. The presentation of data, the tumor registry, and the role of healthcare information technicians in abstracting tumor data for statistical analysis and evaluation is also presented. Microsoft Office Suite (e.g. Word, PowerPoint, Excel, etc.) is used in lab assignments.

PSY 101 - Introductory Psychology
(3 credits)
45 lecture hours
Prerequisites: *ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores*
Students are introduced to the scientific study of behavior and a survey of the physiological, emotional, intellectual, and social forces that influence the development of human behavior.

HIT 231 - Health Information Practicum II
(1 credit) 45 professional practice hours
Prerequisites: *HIT 130*
HIT 231 provides the student with 45 hours of professional practice experiences in all phases of health record practice a health care facility offering three different types of alternative health care settings such as an HMO, a long-term care, psychiatric, rehabilitative, or specialty facility. Other

types of agencies that may be used are insurance companies, physician offices, software companies or other vendors who service the healthcare community. Student applies all the health record skills learned and meets the competency requirements of the course.

HIT 243 - Healthcare Reimbursement
(2 credits) 15 lecture hours; 30 lab hours
Prerequisites: HIT 124; HIT 132; BIO 203
This course offers an orientation to the reimbursement methodologies and revenue cycle management in hospitals, long-term facilities, and physicians' offices are reviewed. The laboratory component provides hands on experience for students applying and analyzing concepts of healthcare reimbursement. Students use Excel Spreadsheets to complete calculations and to interpret data.

HIT 253 - Healthcare Management and Supervision
(3 credits) 30 lecture hours; 30 lab hours
Prerequisites: HIT 252
Corequisites: HIT 253L; HIT 243; HIT 263
HIT 253 and HIT 253L presents an introduction to management functions and principles as they apply to healthcare supervision at the first and second level of management. Simulated laboratory practice includes case studies and role playing; conducting in-service training, interviews and counseling sessions; writing job descriptions, procedures, equipment justifications, and reports. Microsoft Word, Excel, Publisher and PowerPoint software is used in this course. Additionally, this class prepares students to write the National Certification Exam, Registered Health Information Technology (RHIT), administered by the American Health Information Management Association (AHIMA).

HIT 263 - Information Systems for Health Information Technology
(2 credits) 30 lecture hours
Prerequisites: HIT 121; HIT 151; HIT 232
HIT 263 Information Systems for Health Information Technology provides a thorough introduction to system designs and implementation, databases, and Information and Data Governance. Hands on exercises provide practical experience to reinforce mastery of Information System Concepts Critical thinking and hands on exercises build confidence by allowing students to apply what they have learned. HLF-Elective Health and Life Fitness Elective (**1 credits)**

Curriculum Map
AAS, Health Information Technology

Course ID	Credits	Course Title	Category Requirements
PREREQS			
PRE 100	1	Preparation for Academic Achievement	
	0	Biology Placement Exam (Test out of BIO 101)	
ENG 101	3	English Writing	Gen-Ed Category V
AHP 130	3	Medical Terminology	
BIO 202	4	Anatomy and Physiology I	Gen-Ed Category III
BIO 203	4	Anatomy and Physiology II	Gen-Ed Category III
MAT 107	3	Modern Elementary Statistics	Gen-Ed Category IV
1st semester			

AHP 110	2	Medical Jurisprudence and Ethics	
AHP 135	2	Allied Health Pharmacology	
AHP 230	3	Study of Disease Process	
HIT 121/121L	4	Introduction to Health Information Management Technology	Major
2ⁿᵈ semester			
HIT 124/124L	4	ICD-10-CM Coding Principles and Practice	Major
HIT 151	2	Healthcare Data Management and Analysis	Major
HIT 232	2	Computer Applications in Healthcare	Major
SPE 101	3	Fundamentals of Speech Communication	Gen-Ed Category I
ENG 102 OR 113	3	Intro. to the Term Paper & Research Methods OR Business Writing	
3ʳᵈ semester			
HIT 130	2	Health Information Practicum I	Major
HIT 132	2	CPT-4 Coding Principles and RVUs/APGs	Major
HIT 227	2	Advanced Medical Coding	Major
HIT 252	3	Clinical Quality Assurance and CQI	Major
PSY 101	3	Introductory Psychology	Gen-Ed Category II
4ᵀᴴ semester			
HIT 231	1	Health Information Practicum II	Major
HIT 243/243L	2	Healthcare Reimbursement	Major
HIT 253/253L	3	Healthcare Management Supervision	Major
HIT 263	2	Information Systems for Health Information Technology	Major
HLF-Elective	1	Health and Life Fitness	
Total Degree Credit Hours	**64**		

5. **Discuss how general education requirements will be met, if applicable.**

The Health Information Technology is an Associate of Applied Science degree program and satisfies the MHEC general education requirements. The General Education courses allow students to earn up to 20 credits. All Category I through V courses must be completed before completing the degree.

Category I- Arts and Humanities- SPE 101: Fundamentals of Speech Communication- 3 CR (2nd semester)

Category II- Social and Behavioral Sciences- PSY 101: Introduction to Psychology- 3 CR (3rd semester)
Category III- Biological and Physical Sciences- BIO 202 and BIO 203: Anatomy and Physiology I and II- 8 CR (prerequisites)

Category IV- Mathematics- MAT 107: Modern Elementary Statistics- 3 CR (prerequisite)

Category V- English Composition- ENG101: English Composition- 3 CR (prerequisite)

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

   BCCC's HIT Program is accredited by CAHIIM through 2029. Graduates are eligible to take the national exam for Registered Health Information Technicians and use the credential of RHIT.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   Not applicable. BCCC is not partnering with any external resources for this updated program proposal.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

   BCCC's website will include an updated list of all course descriptions, prerequisites, scheduled courses by semester, degree requirements, and related teaching modalities. The contact information for the teaching faculty and program coordinator's information will also be maintained on the website. Other support services listed on the website include financial aid, advising, tutoring, registration, and graduation planning.

   BCCC's academic affairs, student affairs, and student support services will work collaboratively to ensure the best possible student experience for students enrolled in the program. This includes hardware and software, lab tools, and instructional materials. Course materials used will be easily accessible through BCCC's Learning Management System. In addition, updated marketing materials will be displayed on the BCCC website and throughout the community to outline the program's benefits and related internship/career opportunities. Finally, the program coordinator will meet with students to plan their initial and ongoing course registrations to ensure they stay on a path leading to their targeted graduation completion date.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

   BCCC's marketing staff will continue collaborating with academic affairs and college-wide student support services to ensure descriptive, concrete, well-designed, and well-planned materials are displayed on the website for each academic program. Highlights of materials available for students include the overall program description, the program education plan for the degree and certificate programs, benefits of the program and potential career opportunities, and program coordinator contact information. In addition, the college catalog outlining the program details will also be accessible from the website.

H. **Adequacy of Articulation**

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

    BCCC/HIT Program is working with Coppin State University and expects a fully-executed articulation agreement.

I.   **Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

    Program Coordinator, Assistant Professor, Kathryn T. Singleton, MS, RHIA—full time; Recruiting for replacement: full-time Clinical Coordinator with MS, RHIA credentials; Adjunct Faculty: Michelle Walden, MS, RHIA, CCS, Medical Coding Instructor

    Kathryn Singleton, full-time faculty, will be responsible for teaching the following courses: Vacant, full-time faculty, will be responsible for teaching the following courses:

HIT 121/121L	Introduction to Health Information Management Technology
HIT 124/124L	ICD-10-CM Coding Principles and Practice
HIT 151	Healthcare Data Management and Analysis
HIT 232	Computer Applications in Healthcare
HIT 130	Health Information Practicum I
HIT 132	CPT-4 Coding Principles and RVUs/APGs
HIT 227	Advanced Medical Coding
HIT 252	Clinical Quality Assurance and CQI
HIT 231	Health Information Practicum II
HIT 243	Healthcare Reimbursement
HIT 251	Healthcare Management Supervision
HIT 263	Information Systems for Health Information Technology

    Michelle Walden, Adjunct faculty, will be responsible for teaching the following courses:

HIT 132 | CPT-4 Coding Principles and RVUs/APGs

HIT 227 | Advanced Medical Coding

Baltimore City Community College

Health Information Technology (HIT) Program Revision Worksheet*

Current Course Sequence:			Proposed Course Sequence:			
Course ID	**Credits**	**Course Name**	**Course ID Credits**		**Course Name**	**Course Pre-Requisites/Co Requisites**
PRE 100	1	Preparation for Academic Achievement	**PRE 100**	**1**	Preparation for Academic Achievement	**None**
	0	Biology Placement Exam (Test out of BIO 101)		**0**	**Biology Placement Exam (Test out of BIO 101)**	**None**
ENG 101	3	English Writing	**ENG 101**	**3**	**English Writing**	**RENG 92**
AH 130	3	Medical Terminology	**AH 130**	**3**	**Medical Terminology**	**RENG 92**
BIO 202	4	Anatomy and Physiology I	**BIO 202**	**4**	**Anatomy and Physiology I**	**BIO 101 OR BIO 102**
			BIO 203	**4**	Anatomy and Physiology II	**BIO 202**
			MAT 107	3	Modern Elementary Statistics	**MAT 86 or MAT 91 and RENG 92**
1st Semester			**1st Semester**			
AH 230	3	Study of Disease Process	AH 110	2	Medical Jurisprudence and Ethics	**None**
HIT 120	4	Health Information Systems	AH 135	2	Allied Health Pharmacology	**AH 130**
HIT 132	2	CPT-4 Coding Principles and RVUs/APGs	AH 230	3	Study of Disease Process	**None**
AH 110	2	Medical Jurisprudence and Ethics	HIT 121/121L	4	Introduction to Health Information Management Technology	**ENG 101, MAT 107**
ENG 102/113	3	Intro. to the Term Paper & Research/Business Writing				
		Semester Credits		**11**		

	Credits	Course
2nd Semester		
HIT 130	2	Health Information Practicum I
PSY 101	3	Introductory Psychology
HIT 251	3	Healthcare Management Supervision
HIT 124	4	ICD-10-CM Coding Principles and Practice
HIT 232	2	Computer Applications in Healthcare
		Semester Credits
3rd Semester		
AH 135	2	Allied Health Pharmacology
HIT 262	2	Health Information Practicum IV
HIT 231	1	Health Information Practicum II
BIO 203	4	Anatomy and Physiology II
HIT 252	3	Clinical Quality Assurance and CQI
		Semester Credits
4TH Semester		
SP 101	3	Fundamentals of Speech Communication
MAT 107	3	Modern Elementary Statistics
HLF-Elective	2	Health and Life Fitness
HIT 241	2	Advanced ICD-10-CM Coding/DRGs and DSM V
HIT 226- Elective	3	Coding Practicum II

Course	Credits	Title	Prerequisites
2nd semester			
HIT 124/124L	4	ICD-10-CM Coding Principles and Practice	AH 130; AH 230; AH 135; BIO 203
HIT 151	2	Healthcare Data Management and Analysis	HIT 121/ HIT 232
HIT 232	2	Computer Applications in Healthcare	HIT 121
SP 101	3	Fundamentals of Speech Communication	RENG 82
ENG 102/113	3	Intro. to the Term Paper & Research/Business Writing	ENG 101
	14		
3rd semester			
HIT 130	2	Health Information Practicum I	HIT 121; HIT 124; HIT 232
HIT 132	2	CPT-4 Coding Principles and RVUs/APGs	HIT 121; HIT 124
HIT 227	2	Advanced Medical Coding	HIT 124; BIO 203/ **HIT 132**
HIT 252	3	Clinical Quality Assurance and CQI	HIT 121; HIT 130; MAT 107
PSY 101	3	Introductory Psychology	RENG 92
	12		
4TH semester			
HIT 231	1	Health Information Practicum II	HIT 130;
HIT 243	2	Healthcare Reimbursement	HIT 124; HIT 132; BIO 203
HIT 251	3	Healthcare Management Supervision	HIT 252/ HIT 243; HIT 263
HIT 263	2	Information Systems for Health Information Technology	HIT 121; HIT 151; HIT 232
HLF-Elective	1	Health and Life Fitness	None

			Semester Credits		9
Total Cr	64		**Total Cr**		64

Eighty percent of the curriculum is proposed to be amended and revised, i.e., the course description, learning outcomes, and assessments should be revised to reflect changes in the curriculum as advised by the accrediting body to address the need for higher-level math courses, better course-sequencing, and adding higher level blooms taxonomy.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:**

   a) **Pedagogy that meets the needs of the students**

   The College holds institutional development days at the beginning and end of the academic semesters in the Fall -- August and December; and Spring -- January and May. During these workshops, faculty receive ongoing training regarding assessments, curriculum development, and the learning management system. Faculty also discuss best practices in teaching and learning tools. Additional professional development occurs during the semesters on similar topics. The College also sponsors faculty to attend professional courses and conferences to receive training and professional development.

   b) **The learning management system**

   BCCC's e-Learning team schedules and conducts training regarding Canvas tools, loading courses into the Canvas shell, Canvas tips and best practices, grading strategies, integration tools, and more. The training schedules are advertised on the Canvas home page for faculty and students. Canvas quick reference guides, course navigation tools, and videos are available and incorporated into Canvas courses for students.

   c) **Evidenced-based best practices for distance education, if distance education is offered.**

   BCCC offers multiple teaching modalities to support its student demographics. While the majority of courses are taught synchronously, the College offers some asynchronous courses online. The College requires full-time and part-time faculty to complete an online training course. In addition, BCCC has a College-wide Instructional Technology Committee that offers training throughout the semesters for professional development.

J. **Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

   Bard Library resources are adequate to support the Health Information Technology program. The Library allows students to use computers for homework, access the online database to research journal articles, and e-books, inter-library loans more. The Bard Library also subscribes to a 24/7 cooperative virtual reference service, BCCC LibChat, which connects students to librarian assistance outside library operational hours.

K. **Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

CAHIIM via HIT Program's annual report requires compliance reporting on facilities, and our yearly reports confirm the current status of each, i.e., physical facilities, infrastructure, equipment, etc. The program will use existing classrooms, computer labs, facilities and equipment. No additional space or equipment will be required.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

   a)   **An institutional electronic mailing system, and**

   b)   **A learning management system that provides the necessary technological support for distance education**

Using Microsoft 365, all BCCC faculty, staff, and students are provided with a college email account and access to Microsoft Office applications. BCCC's faculty, staff, and students can use the College's internal email server and network for their incoming and outgoing email. BCCC's faculty and staff use the @bccc.edu, and students use the @student.bccc.edu email domains. Students are encouraged to use their school email address to communicate with the faculty. Faculty use their BCCC email for all College-related communications.

In addition, to the email server, BCCC students and faculty have access to the Learning Management Systems (LMS), Canvas, to communicate with students. Canvas is the College's official LMS to house all course material, integrate with third-party software, take quizzes and tests, access interactive course links, and more. Students can access the LMS via the Web browser and their cell phone App.

L.   **Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

1. **Complete [Table 1: Resources and Narrative Rationale](). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

   State-appropriated funding, grants, and student tuition from program enrollment will cover the financial cost associated with the proposed curriculum changes. Administrative and technical support are available to sustain the Health Information Technology Program for the next five years, and no additional funding for these support services is anticipated.

   Tuition and fees are assumed to be constant for the next five years. The In-state tuition rate is currently $110 per credit hour. The enrollment projections are based on the current performance of similar associate degree programs in the State and the current demand from dual enrollment. Therefore, the Health Information Technology Program at Baltimore City Community College is expected to have adequate resources to maintain a successful and expanding academic program.

Program Resources

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue (c + g below)	$53,240.00	$69,960.00	$93,720.00	$121,880.00	$148,720.00
a. Number of F/T Students	7	9	12	16	20
b. Annual Tuition/Fee Rate	$7,040.00	$7,040.00	$7,040.00	$7,040.00	$7,040.00
c. Total F/T Revenue (a x b)	$49,280.00	$63,360.00	$84,480.00	$112,640.00	$140,800.00
d. Number of P/T Students	3	5	7	7	6
e. Credit Hour Rate	$110.00	$110.00	$110.00	$110.00	$110.00
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$3,960.00	$6,600.00	$9,240.00	$9,240.00	$7,920.00
3. Grants, Contracts & Other External Sources	$0.00	$0.00	$0.00	$0.00	$0.00
4. Other Sources	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL (Add 1 – 4)	$53,240.00	$69,960.00	$93,720.00	$121,880.00	$148,720.00

2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category**.

TABLE: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0

c. Total Benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Technical Support and Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 – 7)	$0	$0	$0	$0	$0

The Health Information Technology Program at Baltimore City Community College is not seeking initial implementation.

Faculty (# FTE, Salary, and Benefits): At least two full-time faculty members are required to teach in the HIT Program. One of the two faculty members will serve as the Program Coordinator, and the other will serve as a Clinical Coordinator. Funding resources for all faculty exist. General education courses will be taught in their various departments.

All faculty members are expected to teach a total of 30 Teaching-Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits align with BCCC's faculty salary and benefits structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts, and the program coordinator contract.

Administrative staff (# FTE, Salary, and Benefits): No additional staff is needed.

Support Staff (# FTE, Salary, and Benefits): No additional staff is needed.

Equipment: The current equipment is sufficient to support the program.

Library: No additional expenditure is anticipated.

New and/or Renovated Space: No additional expenditure is expected.

Other Expenses: Funding will be available for the professional development of faculty members who teach in the HIT Program.

Total Year: Based on a conservative estimate of expenditures, the Health Information Technology program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

M. **Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

1. **Discuss procedures for evaluating courses, faculty and student learning outcomes.**

   BCCC has a three-pronged approach to ensure courses and students' learning outcomes. BCCC fully embraces the internal Program Review and Evaluation (PREC) requirements. This periodic review ensures appropriate guidelines for courses and programs adhere to MHEC and COMAR standards. The process also reviews faculty credentials teaching the credited courses to ensure they have effectively met the educational requirements to deliver instructional materials in multiple modalities in higher education. Additionally, faculty are evaluated annually to assess the quality, proficiency, and effectiveness of the faculty teaching in their discipline.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

   Part of the internal Program Review and Evaluation (PREC) requirements includes distributing surveys to students, faculty, and program advisory board members regarding the program, courses appropriate experience and knowledge of the faculty, delivery effectiveness, quality of material covered, teaching facilities and tools, working environment, and more. The surveys are anonymous and provide feedback to the faculty, program chair, associate dean, dean, and vice president of academic affairs to determine if any changes are required. Also, faculty complete student learning outcomes and assessments for each course at the end of each semester. Data is aggregated and uploaded into the internal Assessment Tool – CANVAS. As applicable, changes may be required regarding student learning outcomes, teaching modalities, faculty course schedules, equipment, and more based on consistency in the feedback from the surveys. The Curriculum and Instruction Committee also communicates with faculty, program coordinators, associate deans, and deans to review and update the college-wide syllabi as needed.

N. **Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

1. **Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.**

   BCCC is a Minority Serving Institution (MSI). The Health Information Technology Program is being updated due to directives from the accrediting/regulatory agency, CAHIIM, which instituted new standards throughout the US (2018) for programs seeking new and/or re-certification.

   The BCCC Health Information Technology Program Coordinator meets with students to plan their academic course schedules throughout their educational journey. Follow-up meetings are scheduled to update the plan if schedule changes or student availability impact the planned course schedule. Students are apprised of BCCC resources, including financial aid, tutoring, communication support, and more.

   The current Health Information Technology program has been successful and has contributed significantly to the increasing graduation rate. Most BCCC's students are African American, at 80% of the total HIT population. This demonstrates a need to ensure this community is well-served through BCCC support systems.

O. **Relationship to Low Productivity Programs Identified by the Commission:**

1. **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program**.

   Not applicable.

P.   **Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

   The College provides professional development opportunities for faculty to get up-to-date training throughout the year. See the certificate below:

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

   Baltimore City Community College has the approved mission to deliver quality, affordable education that assists students in meeting their personal and professional goals using contemporary educational practices. The pandemic has allowed the College to expand its footprint in the online education sphere and, through doing so, has been able to sustain better enrollment options for students in an era of declining traditional enrollments. Since the institution serves a diverse population, many of whom work or have family obligations restricting their ability to attend more traditional classes, online education at BCCC allows students to meet its core mission to serve the community.

   The E-Learning department advocates and supports online learning efforts through participation in Academic leadership processes and works closely with Institutional Assessment. The department works closely with faculty leadership through the Instructional Technology Committee and Program Review Committee. BCCC is a member institution of Quality Matters, and the E-Learning department provides support and training to faculty in course design and delivery that are consistent with the Quality Matters rubric and online learning best practices. Online courses must meet the same learning outcomes and course objectives as their traditional counterparts and are evaluated using the same process as face-to-face courses. Program review is an internal peer-reviewed process to assess the effectiveness of all programs, including those with online offerings. Additionally, the College subscribes to an assessment and outcome evaluation software, currently Canvas, that assists program coordinators and academic leadership in evaluating the effectiveness of meeting course and program outcomes to better assist in analyzing areas for improvement to meet the College's mission of delivering quality education.

   BCCC provides regular faculty development in teaching online and maintains a self-paced training course to ensure adequate teaching preparation. The E-Learning department owns and manages the system, refreshing periodically as technologies and pedagogies change at the College. The list of faculty who meet these training requirements, or their equivalent, is provided to the academic deans in each area for scheduling to teach online courses.

BCCC supports online students using the College's virtual help desk. Tutoring and academic support are provided to online students through virtual tutoring provided by BCCC's tutors and an E-tutoring consortium.

Baltimore City Community College is approved by MHEC and MSCHE to offer distance education programs. The College also participates in NC-SARA and provides assurance that the institution complies with the C-RAC guidelines.